



Setting Goals and Exceeding Expectations

ACCOUNTABILITY

Our mission:

Funding for Career and Technical Education (CTE) is based on the regular Weighted Pupil Unit (WPU), including incentives to provide Career and Technical Education in all forty districts. Funding is allocated for salaries, equipment, teacher training, comprehensive guidance, work-based learning, CTE high school courses, and accountability reporting.

CTE funding is also supplemented with Carl D. Perkins funding, a federal appropriation for vocational and technical education. The federal government is highly interested in CTE as a means to prepare the workforce with the academic and technical skills needed to succeed in a global economy. The additional funding, which amounts to about 6% of the total, is used to develop new CTE programs and improve existing programs.

Only approved Career and Technical Education programs can receive state or federal CTE funding. State Board rules, along with federal Perkins and No Child Left Behind regulations, require a high level of accountability for secondary CTE programs.

Our vision is to efficiently utilize funding received from the State Legislature and the federal Perkins Act to develop and improve the educational programs of CTE, while encouraging each student to further explore his or her career opportunities to prepare him or her with the academic knowledge and technical skills necessary to succeed in today's global economy.

STATE ACCOUNTABILITY

The Utah State Office of Education (USOE) uses a four-phased approach to maintaining program and performance accountability.

1. Annual Membership Reporting

- Teacher qualifications
- Teacher/course/membership reporting
- State specialist review and approval
- On-site auditing

2. Annual Self-Evaluation—Standards

- Entered by teacher online – focus on standards
- Summary report to USOE specialists/CTE directors
- Used to develop in-service, technical assistance, goal setting, and program improvement

3. On-Site Evaluation—Standards

- Six-year cycle
- Instructor self-evaluation
- State specialist on-site evaluation
- Feedback/improvement
 - Summary report
 - Improvement plan to address needs
 - Continuous improvement and follow-up

PERKINS ACCOUNTABILITY

4. Student Performance on Four Core Indicators

- Academic and skill achievement (standardized tests for academic, skills tests for skills)
- Completion (graduation)
- Placement
- Training for nontraditional careers
- Evaluation and performance improvements that are data-driven, using targets, performance results, performance gaps, and continuous improvement plans

The Carl D. Perkins Vocational and Technical Education Act of 1998 authorizes funding for secondary and post-secondary vocational education programs. Its purpose is to develop more fully the academic, vocational, and technical skills of secondary students and post-secondary students who elect to enroll in vocational and technical education programs. This Act identifies development of rigorous academic standards and accountability as additional priorities.

- Nationally, the annual total appropriation for Perkins is \$1.33 billion.
- States receive these funds in the form of \$1.2 billion for their state basic grants and \$107 million for Tech Prep.
- All states receive funds for secondary and post-secondary education.
- Utah receives \$14.4 million.

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